NEW JERSEY

1999-2000

Guidelines and

Application
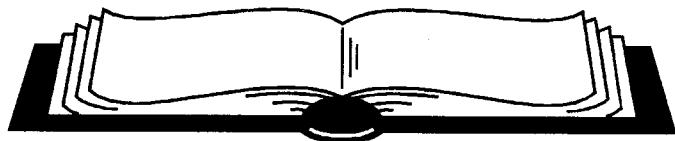
BEST

PRACTICES

ORIGINAL

Category Citizenship/Character Educati(Application is limited to one category. See page 3 for details.)	
Practice Name P.A.L.S. – Pupil Assisted Learning Services	
Number of Schools with Practice 2 (If more than one school or district, read and complete information on page 2.)	

County	Ocean
District (Proper Name) District Address	Lakewood School District _School District_
	street/p. o. box 655 Princeton Ave.
	city Lakewood New Jersey 08701 zip code
District Telephone	(732)364-2400 Fax(732)364-1657 Email lpssuone@cybercomm.
Chief School Administrator	Ernest J. Cannava, Ed.D. net
Nominated School #1 (Proper Name) School Address	Lakewood High School
	street/p. o. box 855 Somerset Ave.
	city Lakewood, NJ 08701 zip code
School Telephone	(732)905-3500 Fax(732)905-3558 Email
School Principal	Mr. William T. Andersen
Program Developer(s)	Ms. Cathy Lee and Ms. Tina Topoleski 22
Chief School Administrator's or Charter School Lead Person's Signature	

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: X Yes ___ No County Superintendent's Signature

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Application Requirements:

♦ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.

♦ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.

♦ Application must be **keyboarded on 8 ½" x 11" white paper, portrait** format. **Ten-point or larger computer font or twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)

♦ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages. Keyboard the statement followed by the response.** Format your response to the number of lines specified.

♦ **The information on page 4 and the keyboarded responses** to statements must be printed or copied **on one side of the page. The information on pages 1 and 2 (if applicable)** must be printed or copied **on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.

♦ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**

♦ **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 22, 1999,** with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

♦ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels	Practice Name PALS - Pupil Assisted Learning Services
___ Elementary School		
_X_ Middle School	7-8	
___ Junior High School		Number of Schools with Practice __2__
_X_ High School	9-12	Number of Districts with Practice __1__
___ Other: _____		

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	___ Educational Technology	___ Safe Learning Environment
___ Assessment/Evaluation	___ Health and Physical Education	___ School-to-Careers/Workplace Readiness
___ Bilingual Education and Diversity	___ Language Arts Literacy	___ Science
_X_ Citizenship/Character Education	___ Mathematics	___ Social Studies
___ Early Childhood Education Programs	___ Professional Development	___ Special Education
___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	___ Public Engagement (family involvement and partnerships with business, community and/or higher education)	___ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

The Pupil Assisted Learning Services course (P.A.L.S.) is innovative because it provides an educational experience aimed at teaching urban students their social responsibility as citizens and encourages the development of work-based learning opportunities in partnerships with local schools, community organizations and area businesses. There are over 180 P.A.L.S. students serving in such varied activities as tutoring autistic students, working hand-in-hand completing projects with adult Easter Seal clients, one-on-one computer tutoring for the elderly, working at the Meals-On-Wheels site in town, making reassurance calls to senior citizen shut-ins, disabled students serving as mentors to younger children with similar disabilities, serving as student aides to local politicians, providing a cost-free senior citizen prom for over 300 residents, collected, assembling, and delivering completed Thanksgiving dinners to over 80 needy families, organizing holiday visitations to senior residences with elementary classes and many other activities with area organizations. The program reaches a multitude of diverse people, and, through this program's activities, it helps to change the negative perception of teenagers generally held by the public.

P.A.L.S. is not confined to a traditional classroom. It meets such important objectives as: removing the wall between classroom and real experience, bringing diverse groups together, making students feel "a part of" their community rather than "apart from" it, levels the playing field for all students to be successful, providing career discovery opportunities, allowing for self learning to take place in the real world by helping others in need. P.A.L.S. have made life changing career decisions based upon their experiences in the program. Students who never planned on going to college are now enrolled in courses pursuing their studies in an area that they had discovered through the P.A.L.S. program. While its activities promote students' self esteem and develop higher order thinking skills, it also makes use of multiple intelligence activities and provide authentic learning experiences. In addition, makes it possible for students to use leisure time positively. Many of our students volunteer their extra time to return to organizations that have touched their hearts.

The P.A.L.S. students develop a great sense of responsibility to their various volunteer sites and have establish relationships with the people with whom they interact everyday. In the middle school, the students work as teacher assistants and tutor those who need extra help. They also lead discussions on issues dealing with morals and ethics such as: theft, abuse, teenage pregnancy and conflict resolution that prevails in today's society with an at-risk 8th grade transitional class. This has been an effective activity because the students view the P.A.L.S. assistants as role models and genuinely respect their opinion. The P.A.L.S. students create appropriate scenarios to discuss with the class and then the teacher oversees the discussions that follow. The interaction and communication between the two groups have created such a positive environment that discipline problems have declined and student attendance has improved in that classroom. These are two examples of how students helping others have created a more effective learning environment for everyone involved.

To broaden student's horizons, extra activities in the community have been created and implemented. An intergenerational activity, the senior citizen prom, was one of the year's most special events. Students catered to, danced with and provided a four- course meal to 300 township senior citizens at no cost to the guests. Various groups entertained guests such as: the middle school stage band, the high school Latin dance club and student soloists. Area businesses and organizations worked with the P.A.L.S. program in a concerted effort to make the evening a huge success.

The program can be replicated in any school district. The course is scheduled as an elective and students take it in conjunction with their other academic subjects. The district's administration and staff enthusiastically welcomed these students who fulfilled a real need. One school bus transported the students to their various sites at the appropriate times. One day a week, the students stay in the high school to discuss all experiences together and share the knowledge that they have learned at their sites.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).

1.0 All students will develop career planning and workplace readiness skills. The intercommunication among the students teaches cooperation and how to get along with others. The students rely on each other to complete tasks. Promptness and courtesy are encouraged and practical.

3.0 All students will use critical thinking, decision-making and problem solving skills. Students create scenarios and hold discussion groups on the best ways to solve conflict. The at-risk middle school students respect the thoughts of their high school role models, and emulate their behavior.

4.0 All students will demonstrate self-management skills. The students are expected to be responsible, prompt, and organized. They set goals, work cooperatively to complete tasks and evaluate their work. Students respect and explore each other's ethnic background.

3.1 All students will speak for a variety of real purposes and audiences. Students convey information, discuss, debate, give oral reports and present to students, community organizations and business leaders.

3.2 All students will listen actively in a variety of situations to information from a variety of sources. Students listen to each other during group discussions and presentations. They also listen to residents of all ages in the community that interact with the program and during guest speakers that present many times throughout the year.

4.4 All students will develop reasoning ability and will become self-reliant, independent mathematical thinkers. Students take their knowledge of mathematics and convey the concepts and skills to younger students. They also plan and forecast materials needed for various activities such as: gift wrapping 2,000 gifts for the town during the holidays, organizing and collecting canned food for food drives, making centerpieces and favors for 300 senior citizen prom guests, and planning a community breakfast.

5.2 All students will develop problem-solving, decision making and inquiry skills, reflected by formulating usable questions and hypothesis, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions and communicating results. Students use the scientific method to help younger students work through their experiences. P.A.L.S. helps younger students with science activities in their classrooms. P.A.L.S. facilitates a NASA research program involving radiant energy with district students. Students organized a playground beautification project with the high school Horticulture class, a college gardening program, the local parks department and an elementary class of 25.

6.1 All students will learn democratic citizenship and how to participate in the constitutional system of the government of the United States. In the P.A.L.S. scenarios, the students discuss the responsibilities and rights of citizenship. They debate public issues. They debate the key principles of the Constitution as they effect current events. Students are also involved in "town meetings" with the area senator to discuss issues of concern and politics.

6.2 All students will learn Democratic citizenship through the humanities, by studying literature, art, history and philosophy and related fields. Students debate aesthetic expression and the rights of freedom of speech as it effects responsibility.

6.4 All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States and the World. Students evaluate how individuals, groups and institutions influence solutions to society's problems.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The P.A.L.S. program provides a variety of assessment techniques to determine that the objectives have been met. The tools used to assess the practice are observations at individual sites, student portfolios that contain written observations, journal reflections, news article summaries and other relevant materials, a completed service project, a research paper that addresses a community concern and outlines the measures needed to affect change, public speaking projects, and final reports and evaluations that provide the student with opportunities for self assessment. This program allows the students to have a variety of opportunities and incentives to analyze what they do at their service sites and to draw connections between their efforts and broader social, political, cultural and economic issues. Assessment allows the teachers to effectively reflect upon the program's progress and to make changes that will enhance and refine the program. One of the most important elements of a service learning program is reflection. Reflection provides the opportunity for students to discuss the issues they confront, learn from their service, problem solve and become more active citizens in the process. Every activity in the P.AL.S. program gives the student an opportunity for reflection. The students write daily journals explaining their experiences, difficulties and feelings about the program. Along with a structured academic journal writing reflection activity, a number of other varied assessment tools are used.

Observations are conducted on a monthly basis at the individual sites to assess along with the site supervisor the success of the knowledge and skills the student has implemented in order to reach their goals and objectives. The service projects the students complete at their sites are integrated into the curriculum as well as providing tangible items that demonstrate accomplishment such as classroom murals, film making on the recreation of historical events and the organization of the senior citizen prom just to name a few. Each student in the P.A.L.S. program works on a student portfolio that adds another dimension to the assessment process by compiling a collection of sample work the student has completed through out the year.

Periodically, the students speak to share their experiences with different audiences during volunteer breakfasts, P.A.L.S town meetings, and student workshops/presentations that take place throughout the state. This gives the students the chance to voice and share their opinions and concerns about topical issues in society. With this communication activity, peer review and evaluation are integrated into learning objectives of the course. This provides another means to assess the students progress and achievements in P.A.L.S.

Each student in the program is required to maintain an attendance folder providing documentation of their service learning hours. In addition, a weekly evaluation sheet is completed by their site supervisor in order to assess their short-term goals and objectives. A final evaluation is completed by the site supervisor at the end of the volunteer experience to provide an overall assessment of the quality and success of the P.A.L.S. student performance. Self-assessment is an ongoing process that allows the students to evaluate their individual performance and contribution to the service site as well as to the community. A combination of all the methods of assessment discussed provides an effective means of connecting community service with academic course work. Service learning's objectives are the culmination of both community service and academic learning that meld together to provide an education that will allow a student to evolve into a thoughtful, committed, and well educated citizen.